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# Conditions of a differential approach in overcoming speech defects in children with mental retardation

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### **ABSTRACT**

This article provides information about children with mental retardation, their developmental characteristics, as well as the speech development of children with mental retardation, individual and differential approach in overcoming speech defects.

**Keywords:** mentally retarded child, speech disorder, individual and differential approach, speech culture, speech defect, phonetic-phonemic, lexical grammar, speech therapist.

#### 1. Introduction

The Law on Education and the National Program for Personnel Training, which are the regulatory and scientific basis for the implementation of the national model of lifelong education in the Republic of Uzbekistan, recognized the humanization and socialization of education as a key principle in the training of modern teachers and requires joint development with the development of society. For the same reason, this Law and the National Program set as a priority the goal of reforming radically the education system, freeing it from the ideological views of the past, creating a national system for training highly qualified personnel at the level of developed democratic countries that meet high moral and ethical standards.

From the first days of independence, the main attention was paid to the impeccable education of the younger generation. Speech plays an important role in the formation of a person as a perfect, mature person. The formation of a child's speech is the basis of his close acquaintance with the environment. This is a step towards mastering culture through mastering the culture of speech. An integral part of the general culture of mankind is the culture of speech. When we talk about the cultural qualities of speech, we mean its accuracy, precision, consistency, richness.

## 2. Main part

Speech is the functioning of language in the processes of expression and exchange of ideas, a special form of language life as a separate type of social activity. Speech is understood as the processes by which it is expressed orally and in writing, that is, the process of speech and the result of which are verbal thoughts works that are stored in memory or recorded in writing. Preschool age is of great importance in the all-round development of every child. Significant changes occur in the physical, mental and moral development of the child at preschool age. If during this period, the child's development is not given due attention or the resources necessary for his development are not used sufficiently, it will be tough to eliminate the emerging deficiencies in the child. The child's relationship with the people around him, the acquisition of knowledge and experience, a change in attitude towards things around him are the main factors that determine his growth. Through speech, a person expresses his thoughts and feelings and also learns the feelings of others.

The observation of speech defects in the speech of preschoolers leads to some difficulties in the educational process of children. One of the important tasks of preschool educational institutions is preparing children for schooling. One of the key indicators of a child's preparation for effective learning is accurate, developed speech. Correct speech is an important condition for the full development of a child. The appearance of speech defects can lead to speech disorders, speech limitation, negatively affect the formation of the child's personality, non-existent mental disorders can lead to specific features of the emotional-volitional sphere, pave the way for the development of negative qualities in his character. Among the various disorders observed in the development of the child's personality, cases of mental retardation are also observed. In addition to mental retardation, children with mental retardation also show various deficiencies in their speech. The speech experience of such children will be limited, language tools will not be developed. The need for verbal communication is not sufficiently met.

"Language is a measure of the perfection of the presentation of thoughts and knowledge. The life that shows the existence of every nation in the world is its language and literature", - said Abdullah Avloni, a famous teacher.

A literate student studies other subjects wider, deeper, faster, expands his knowledge of the world around him, which has a positive effect on the mental and intellectual development of the student. Conversely, the inability of children with speech impairments to acquire reading skills can lead to negative attitudes towards reading in them.

It is known that a child learns speech based on social and biological factors. It is the violation of these factors or their absence that lead to speech disorders. A child with a speech impairment is to one degree or another less susceptible to what is happening around. After all, the preparation of children with speech impairments for social life and learning, the formation of mental processes and personal qualities in preschool education should form the basis of education and training. One of the most important tasks of speech therapists and teachers is to equip these children with the knowledge

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and skills necessary for successful reading in primary school, to adapt them to the future - school and life through play, work and learning.

Children with mental retardation develop speech much later than children with normal development. They have various speech defects. These shortcomings they face lead to many problems throughout the school year. Failure to comply with school rules, poor understanding of the materials provided by the speech therapist, negatively affects their educational activities. They experience a decrease in working capacity as a result of weak nervous activity. The mental and psychological unpreparedness of mentally retarded children for schooling is manifested in the following:

- speech delay;
- lack of thought processes, skills and abilities;
- insufficient formation of moral skills:
- Insufficient knowledge and perception of the surrounding world.

Speech defects in preschool children with mental retardation have been deeply studied for many years by one of the talented scientists Yu.V. Ulyankova. In his monograph published in 1990, Yu.V. Ulyankova provides information about the difficulties arising in the process of teaching mentally retarded children as a result of research conducted with them. Children with mental retardation have a low level of development of phonemic cognition. This indicates that children's information about the world around them is limited and incomplete. In children with mental retardation, the sensory processes are normal because the senses remain normal. Children with intellectual disabilities have difficulty with analyzing sounds. Most of these children can only distinguish the first sound in a word. At the end of the speech, with a violation of mental development, difficulties arise in distinguishing and distinguishing vowels and consonants. This indicates that children with mental retardation do not have the necessary speech experience to teach literacy, based on neuropsychological characteristics. They are not sufficiently prepared to compare speech generalizations. According to research, one of the characteristic features of the psyche of children with mental retardation is inactivity. Given the above, it is necessary to systematically carry out educational and correctional work with children with mental retardation from preschool age.

The differential approach is one of the important factors in teaching children with mental retardation. The development of differentiated hearing and phonemic perception is an important condition for the subsequent teaching of a child to read and write. The child's readiness to learn to read and write is inextricably linked with the ability to understand the sound content of the language, that is, to be able to hear individual sounds in words and know their specific sequence. Teaching children to distinguish sounds also develops auditory memory and attention to the sound side of speech. One of the tasks of preschool education is the development of skills for the arbitrary organization of activities based on the program speech of adults and the child's own speech. Schooling requires a child to have wellformed thought processes. At the same time, there is enough scientifically substantiated information about the holistic influence of family education on the character, speech and psyche of the child. A warm relationship with family members provides a sense of protection and emotional comfort, which is important for the correct mental development of the child. Preschool institutions bear great responsibility for organizing preventive measures for neuropsychiatric disorders that cause speech defects in children. In the learning process, the tasks set by the programs in the physical, mental, moral and aesthetic spheres of the child's development are consistently performed. Currently, there are scientifically-based psychological and pedagogical recommendations on the agenda and educational impact of kindergarten children. However, in some cases, there are individual reactions that indicate a violation of the child's adaptation to new conditions. For example, in the early stages of a child's infancy, previously achieved results may be slowed down, sometimes even reversible. In the correction of speech of mentally retarded children, the process of differential approach should be based on a constant and systematic sequence. Techniques and methods in the formation of a culture of the pronunciation of sounds are carried out depending on the level of phonemic perception, the development of speech in a child.

Corrective speech therapy is carried out on the basis of the following stages:

- 1) early manifestation of speech activity to prevent secondary deficiencies:
- 2) all-round development of speech. (phonetic phonemic, lexical grammar).

Classes based on these stages help children to master independently coherent grammatically correct speech, to master their native language.

The main tasks of correctional training include:

- Mastering phonetic-phonemic, lexical, grammatical aspects of speech.
- Formation of pronunciation of sounds, development of word structure, phonemic hearing, phonemic understanding;
  - Formation of coherent speech to improve literacy.
- In the process of learning sounds, the child learns to distinguish between them. Comparison of sounds contributes to the development of phonemic awareness in the child. Pronounced sounds are amplified in joints, words, sentences. Special classes are held to develop the ability to store auditory memory.
- The ability to distinguish the sound at the end of a word pronounced in the process of naming pictures: bus, clock, butterfly, tooth, tiger, ball. The sound that is embedded in the child's speech is pronounced for a long time.

The process of overcoming phonetic and phonemic speech defects in mentally retarded children consists of four stages and is carried out in a sequential sequence to form the correct pronunciation.

1. At the first stage, the speech therapist must prepare the articulatory organs for the sound. For this, exercises are performed on the mobility of the articulatory apparatus. At the second stage, it is advisable for a speech therapist to

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use all known methods.

- 2. Speech therapist shows children the articulation of a certain sound (clear and correct). The child should repeat this articulation to the speech therapist.
- 3. At this stage, the sound is expressed in syllables, and then can be gradually incorporated into words and speech structures.

In step 4, children are taught to distinguish words that are close to each other in pronunciation and sound, mixed with each other. The work is being carried out simultaneously.

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